**Judges´ Evaluation Criteria**

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| **No.** | **Characteristic** | **Criteria** |
| **1** | **Cultural Gateways** |  |
|  |  | * Regular opening hours/available to the public/permanency of offers
 |
|  |  | * Permanent organisation type/legal entity
 |
|  |  | * Content is always chosen in connection to the concrete community, its needs & circumstances
 |
|  |  | * Socially responsible pricing structure
 |
|  |  | * Elaborated mission statement with focus on education
 |
|  |  | * Rooted in cultural heritage, interpreting tangible and intangible heritage with a focus on low-threshold interpretation. Interpreting 'big issues' in clear and comprehensive manner
 |
| **2** | **Educational Lab** |   |
|  |  | * The creation of exhibitions, environments and programmes is supervised/advised by psychologists, sociologists or pedagogues, and the team respects latest research findings and developments in education, learning theories and practices
 |
|  |  | * Educators and staff with expertise in learning theories, child development, and pedagogy
 |
|  |  | * Articulated philosophy/working method (or combination of methods)
 |
|  |  | * Play-based approach
 |
|  |  | * The organisation invests into on-going training of their staff
 |
|  |  | * Education staff is involved during the early stages of designing new products
 |
|  |  | * Ongoing long-term partnership with local schools, teachers, and caregivers
 |
|  |  | * Established policies to track audience feedback and adapting programmes and environment accordingly
 |
|  |  | * Articulated learning objectives
 |
|  |  | * Focus on innovation: new methods and tools are tested
 |
|  |  | * National and global networking: these orgs share and exchange practices on a national and international level
 |
| **3** | **Holistic Education** |   |
|  |  | * The learning setting offers meaningful experiences based on the Hands On! Minds On! Hearts On! Principles
 |
|  |  | * All formats are interactive and foster individual exploration based on the needs of the audience
 |
| **4** | **Education for Humanity** |  |
|  |  | * Society (and its big issues) -oriented / Even a little child is a part of society with its big problems
 |
|  |  | * The *Homes of 21st Century Education* also effect through their environment, uniqueness, and innovative design, which can serve as inspiration to envisioning a new world
 |
|  |  | * Asking questions and encouraging visitors to create und test their own solutions, instead of providing ready-made & one-sided answers
 |
| **5** | **Intergenerational: with Children in the Center** |   |
|  |  | * Learning spaces that elevate child-centred learning and encourage positive adult-child interactions
 |
|  |  | * Offering a diversity of formats catering to children and an intergenerational audience
 |
|  |  | * Permanent children-focused offers for individual visitors and groups
 |
| **6** | **Polyphonic, Participatory and Inclusive Approach** |   |
|  |  | * Diversity in staff (culture, gender, age, ethnicity, etc.) regarding the specifics of the local environment or elaborated strategy to ensure local communities feel welcome (bridging potential gaps between staff & visitors to ensure representation)
 |
|  |  | * Collaboration with children, young people and families as equal partners on events, displays and exhibitions. This will help you to include their stories and give them a stronger sense of ownership
 |
|  |  | * Adequate communication strategy & channels and keeping them up to date
 |
|  |  | * Website/social media: children (’s offers) and playful approaches visible and visually represented
 |
|  |  | * Design & content for everybody
 |
| **7** | **Digitally Aware and Active** |   |
|  |  | * Offering means and opportunities to develop and practise skills, which might not be fostered in other environments
 |
|  |  | * Being aware of the digital world and having a clear strategy to support children to navigate reality and virtuality
 |
|  |  |  |
| **8** | **Dynamic and Evolving Organisations** |   |
|  |  | * Inclusion, active partnerships, polyphonic approach, and interconnectivity should be woven into the organisation’s mentality
 |
|  |  | * Focus on sensitive topics: serving as a hub of real social relevance, functioning as a medium of digesting ‘big issues’ & contemporary developments
 |
|  |  | * Environment and formats need to be adaptable and be able to react to changing societal needs
 |
|  |  | * Audience-focused not primarily collection-focused . Choosing topics and contexts relevant for the audience
 |
|  |  | * Providing advocacy/platform for making children’s voices heard in society
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